

*Principles & Practices*  
*of Work in*  
*Tabor House*



This piece of work came about through conversations about what we wanted Tabor to be.

The completion of this document has been a great achievement, and the process has been invaluable.

Sincere thanks to all the staff for their hard work and commitment.

Gratitude to the staff consultant Michelle Clarke for pointing us in the right direction.

To the Management Committee for their ongoing support and who facilitated time fortnightly to produce this manual.

Most of all to the boys for their contribution and patience.

Sinead Flynn

Manager.

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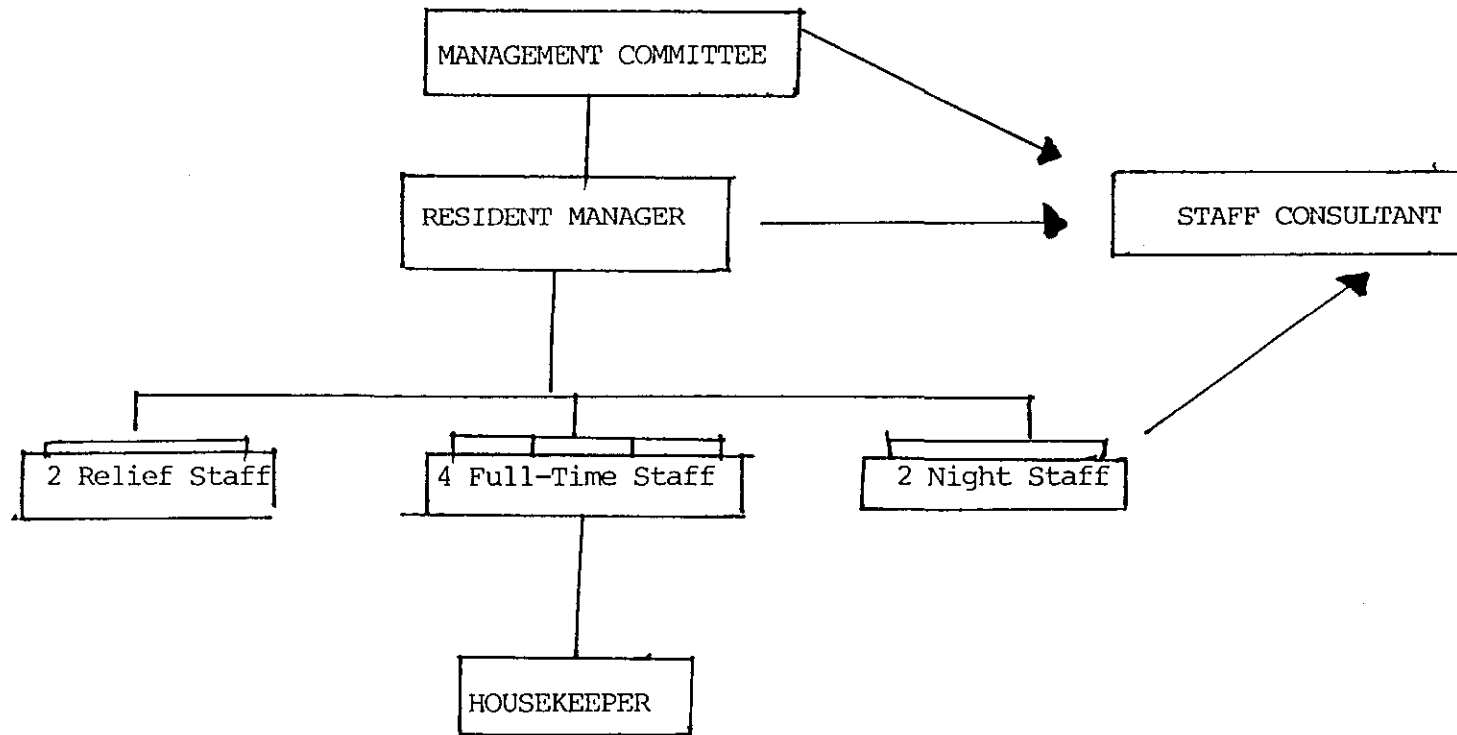
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"If children had to be in care, they felt that in as many ways as possible the continuity and wholeness of their lives should be safeguarded, not only for their own sake, but for the sake of their past as well as their present and future"

Kahan 1979.

STRUCTURE OF TABOR



SECTION 1

**Ethos of Tabor House**

**Including History, Philosophy Statement**

**Aims and Objectives**

## HISTORY OF TABOR

### ORIGINS

Tabor was founded to provide an alternative to conventional residential care, which the founders felt tended to divorce the young person from their family and community. The aim of the project was to experiment and to explore new ways of working with disturbed and deprived young people within their local community.

The project was proposed in the Summer of 1978 and began on January 1st 1979.

### LOCATION AND FUNDING

As a community-based organisation, Tabor is located in the North Inner-City, close to our residents homes. The local area is one of the most deprived in the country and exhibits the cumulative and multiple deprivation characteristics of most inner city areas. Tabor is funded by the Eastern Health Board.

## ROLE OF MANAGEMENT

Tabor House is managed by a Management Committee comprised of members with relevant skills, interests or experience such as social work, law, administration, social policy, youth work etc. They are responsible for: -

- Determination of policy
- Recruitment and employment of staff
- Admission and discharge of boys
- Financial management and control.

The Management Committee supports the Staff in the performance of their work. The Management Committee meets monthly in Tabor House with the Resident Manager and a Staff representative. Minutes of these meetings are taken and circulated in advance to committee members. Members of staff also receive a copy of relevant minutes.

An annual general meeting of the committee is held in February of each year.



## PHILOSOPHY STATEMENT

1. Tabor House offers an alternative home to boys between the ages of twelve and eighteen, who have become are in danger of becoming dislodged from their families, schools and communities.
2. The objective in offering them a place is to help stabilize them in a more constructive way, within their own community.
3. The Staff of Tabor work with the young people on the assumption that they are capable of becoming more constructively engaged with their families, schools and with the other resources within the community. They also work with the parents, families and friends of the young people and with whatever schools or places of work they attend.
4. Boys referred to Tabor must be from the North Inner City and Tabor contracts with the young people and their parents to offer them a place. It is the intention of Tabor that the young people will have a say in how it is run and organised so that they can develop a sense of ownership in Tabor.
5. Tabor is community based and tries to keep in contact with and act as a resource to the local community.
6. Day care programmes are provided for some young people who may not need a full residential place in Tabor, but who may be able to use support under certain circumstances.

7. After-care programmes are provided to support those young people who have left Tabor and have moved home or to other accommodation.
8. Friends and young people from the local community are invited to visit the house regularly as long as this does not disrupt the primary work of Tabor.
9. Tabor is a small and family-like home for the boys, based on building a warm caring environment. The Staff aim to develop good relationships with the boys offering security and commitment. Staff and boys work together to foster a sense of solidarity through day-to-day living together, week-ends away, daily/weekly outings and enhancing an atmosphere of fun and enjoyment.
10. Tabor has always placed a great emphasis on finding activities which help those living in the house to develop interests which will in the long term enable them to develop skills and a sense of achievement, as well as being simply good fun. The young people are attracted to re-diverting their energies in constructive ways through appropriate projects and hobbies, so that their sense of self-worth, their ability to communicate and their ability to be responsible members of the group are promoted.

11. While the boys are supported in living together, as members of a group, great emphasis is paid to each individual and following a close analysis of individual needs, appropriate programmes are drawn up and implemented.
12. The Staff are committed to developing warm relationships with the boys. They listen closely to them, so that they can correctly discern their needs.

## AIMS AND OBJECTIVES OF TABOR

Ultimately our objective is to help young people to take control of their own lives and not to remain as victims of forces, internal or external, beyond their control. We promote an atmosphere in which boys not only receive support and encouragement from staff, but offer such support and encouragement to each other.

### AIMS

1. To help the boys in our care to learn new ways of relating to themselves and others.
2. To help young people to plan realistically in co-operation with the responsible adults in their lives for their future.
3. To equip each of the boys with a solid education/training.
4. To build each boys self-esteem and confidence through interests and pursuits.
5. Both the UN Convention and our own Child Care Act (1991), recognise the right of the children to express their views and to have those views taken into account, in accordance with their age and maturity and decisions affecting their own lives. In Tabor

we aim for each of the boys to be involved in the process from the earliest stage. This principle is followed in regard to participation of each boy in his reviews which are held regularly.

6. In Tabor each boy has the right to preserve his own identity and aims, including family relations. Respect for the boys in Tabor is central to what we are about, and this respect extends to his family and community even when we recognise that the impact of family and community on the young persons life has/is not always beneficial. We aim to facilitate, encourage and build contact between parents and their children.

How do we hope to do this?

We aim to provide an environment in which growth is possible. Such an environment must have the following characteristics: -

1. Safety

A safe and secure environment is one where adults are in charge and can take control of the young person when he is no longer in control of himself. While we have programmes to encourage good behaviour and discourage bad behaviour as part of a particular individuals care-plan, young peoples rights will not be bartered as part of a behaviour programme. The adults must also ensure that each resident is not ill-treated; verbally, sexually or physically abused; by any other boy in the house. Providing this environment is based on relationships of mutual respect between adults and young people.

2. Structure

Many of the boys who come to Tabor House come from chaotic situations. It is essential to the task of helping them to gain control of their lives that a predictable structure exists around the ordinary rituals of daily life i.e. meals, chores, bedtimes, school, etc. While any structure must be flexible enough to respond to individual needs it cannot become so flexible that no discernible pattern remains.

3. Play, Leisure and Creative Activity

In order to develop their potential, young people need to live in a stimulating environment. The UN Convention holds that children have a right to play and "to participate freely in cultural life and the arts". Play is essential to the social development of the child. Part of our Therapeutic Programme is to help each of the boys to play and create. Leisure and creative activity also provides opportunities for young people to work through important issues in their lives and is an important part of our programme. (Offers new experiences, self-esteem, develop each child's/young persons talent).

4. Education and Training

All of the boys in Tabor are placed in schooling or training. We believe that education and learning is vital in the development of each child/young person. We also try to ensure that opportunities to learn are part of every day life. The boys are encouraged to develop survival skills such as cooking, cleaning, hygiene. Help and advice is given in issues such as work,

recreation and relationships. Responsible decision making is encouraged by involving the boys, where appropriate, in making decisions about aspects of the running of the house.

Tabor aims to provide a therapeutic environment for the boys in our care. We do this through offering the child/young person:

1. Structure and routine.
2. Play/activities.
3. Education and Training.
4. Providing a safe and caring environment with set limits and consistency.
5. Family work.
6. Group living.
7. Counselling
8. All information recorded on the boys is shared.

Of vital importance to a therapeutic milieu is the physical and social emotional environment. The building itself in its decoration and furnishings conveys a message of warmth and caring. The kitchen is the heart of the house and it is here that food is prepared and presented.

It should be a place of physical and emotional sustenance. Every encounter between adults and young people is an opportunity to convey a message of acceptance and concern and no amount of individual or group work will make any impact, unless we attend to the detail of our every day interactions.

We think of a therapeutic environment in two ways; as one where therapy is done, and as one where opportunities for learning and growth are provided as part of the daily routine.

At present Tabor operates with the latter concentrating on the therapeutic environment, on providing an open warm environment with much emphasis placed on structure and contact of daily life in Tabor.

While each of the boys has individual time with Staff and day-workers, there is an aim for the future for Tabor to build on and develop individual and group work.



1. Admissions and Procedure

We accept admission applications from Social Workers, School Attendance Officers, Probation Officers and from families themselves.

All applications for admission are referred directly to the Cathaoirleach.

Upon receipt of a completed application from, the Management Committee appoints an admissions sub-committee, usually consisting of the Project Leader, the Cathaoirleach and at least one other member of the Management Committee.

The completed application form is sent to the members of the admissions sub-committee in advance of the meeting to allow for due reflection.

At the admissions meeting, the referring person presents the case to the admissions sub-committee and is questioned closely by them, with regard to the various areas covered on the admissions form in order to determine Tabors' suitability for the boy.

The sub-committee then makes a recommendation to the Management Committee who make the final decision.

## 2. Referral and Assessment

Initial contact to Tabor is usually made by telephone from another agency outlining the details of a boy they wish to refer. Agencies will then be asked to fill out a Referral Form which is then discussed at an Admissions Meeting.

The application form requests basic information in relation to the boy: -

1. Social History
2. School
3. Peer Group
4. Significant Life Events
5. General Behaviour
6. Interests and Hobbies
7. Health

From this basic information sheet, Tabor may require additional information in relation to any of the above. Particularly in relation to previous assessments, detailed school reports or any other inconclusive information.

At this stage, the young person may not come onto the Tabor programme so it is unnecessary to share more information than is needed to make a decision.

If it has been decided at the Admissions Meeting to accept a referral, the boy is then discussed at a Staff Meeting. All

information in relation to the referral is shared. At this point, it is decided at the Staff Meeting when to begin the initial Day-Programme to Tabor.

### Overall Assessment Will Include

Observations made by Staff in relation to the boys personality. This will include the boy being observed as follows: -

- a. In a group situation.
- b. Interaction on a one-to-one basis with the boys and Staff.
- c. Participation in group and individual activities.
- d. Response to requests made by Staff in relation to day-to-day structure and routine.
- e. Observing basic hygiene standards.
- f. Level of confidence and self-esteem.
- g. Any other areas that emerge within a few days of admission.

While assessment is made in Tabor of the boy's personality and behaviour, we must also assess other key areas in the boys life.

1. We must ensure a comprehensive social history report from the referral agency detailing the present situation. Having received this report, other areas where more information is needed may emerge.

2. If the boy has previously been in residential care, we will need a report from the agency concerned.
3. Contact with any other agency the boy may have had, needs to be established, i.e. if the family have been referred to the Family Resource Centre, then information from them is relevant.
4. Full medical examination will be carried out with Tabor medical form filled in by the Doctor. Sleeping and eating habits must also be observed.
5. Family interview with parent/parents, following the Tabor House family interview guidelines.
6. History of the boys schooling years and full report from present school.
7. Relationship with the boys extended family in order to identify the key people in the boys life. However, often the key person may not necessarily be a relative.
8. Establish significant life events prior to admission. These may include a lengthy hospitalisation, death of a key person, contact with the Gardai, etc.
9. Boys own perception. It is important that time is spent in the initial stages helping the boy understand the reasons for referral to Tabor, the role of the Child Care Worker and their

expectations. While this should be ongoing throughout the boys stay in Tabor, the first few weeks/months, are crucial in the boys overall perception of how they see their future.

During the overall assessment other key areas may emerge, all information related to this must be correlated.

It is also extremely important that while collecting this information, it is shared by all Staff. It is only then that an overall programme can be established.

Once all the information is "Taborised", it is then essential to have a review including the referral agency, Keyworker, Parents, significant relatives, Resident Manager and the boy. From this review a long and short term programme will be set up.

### Suspension of a Boy from the House

Occasionally, a boy may experience such great difficulties in his life, that he portrays behaviour of a serious nature towards other boys or towards staff. i.e. theft, abuse, aggression.

It is the policy of Tabor to assist our boys through such difficulties and to resolve them as peacefully as possible. The use of sanctions such as withholding of treats and outings and the grounding of a boys is at the discretion of the Resident Manager in conjunction with Staff.

If such sanctions are not successful, staff may require the assistance of the Gardai to protect themselves, the other boys and the boy himself from injury.

If negotiations with the boy to ensure co-operation have failed, it is the policy of Tabor that in exceptional circumstances, a boy may be suspended from the house.

Because this is a grave step, and as it may require a boy to return to unfavourable family circumstances, both the Resident Manager and the Cathaoirleach or a member of the Management Committee must be involved in the decision.

If the boy has a Social Worker, then she/he must also be involved in the decision to suspend the boy.

The suspension must be for a specified time and during this time Staff work with the boy and the family (where appropriate) to re-admit the boy to Tabor.

### Discharge Procedure

Two types of discharge exist and in each case it is our aim that discharges are planned, appropriate, and happen with the best interest of the boy as central.

- A. The first is where the boy can either return to his family or live independently of both Tabor and of his family. To prepare the boy for this, our staff begins a programme of independent living skills with the boy. This teaches requisite skills with regard to shopping and general self-care, employment and accommodation.

If the boy is to return home, our Staff will work with both boy and family to help prepare them. After discharge, Tabor keeps in close touch with the boys, who are welcome to call at any time with regard to difficulties they may be experiencing, or simply for a meal and social contact.

Usually, the boys' place is kept open for him at Tabor for a period of three months in case the new arrangements fail.

- B. Occasionally it becomes apparent that a boy is experiencing difficulties within Tabor or is displaying needs which we cannot meet.

These problems will have been addressed by Tabor, but reviews of the boys care by the Staff in conjunction with the Staff Consultant, may lead all to believe that Tabor is not the most



appropriate setting for the boy.

At this stage, a case conference is held to which the boy's Social Worker and the Senior Social Worker are invited, along with any other relevant outside professional. The boy, parents, guardians are also encouraged to attend. The Resident Manager and the boy's Keyworker from the Tabor staff also attend as their daily experience of the boy is an essential component in understanding the boys difficulty.

This meeting will attempt to retain the boy in Tabor if at all possible and appropriate.

If this is not possible, a recommendation is made to the Management Committee that a referral should be made to another agency. The Staff at Tabor then work with the boy to help prepare him for the transfer.

## SECTION 2

TABOR

THE CHILD, THE FAMILY AND THE  
COMMUNITY

Tabor caters for six adolescent boys between the ages of twelve and sixteen years, on admission (although we do not have a strict cut-off point at age sixteen years), from the North Inner City of Dublin. The reasons for their being in care vary from; being in care previously and being unable to return home, to being in trouble with the law, and serious lack of school attendance.

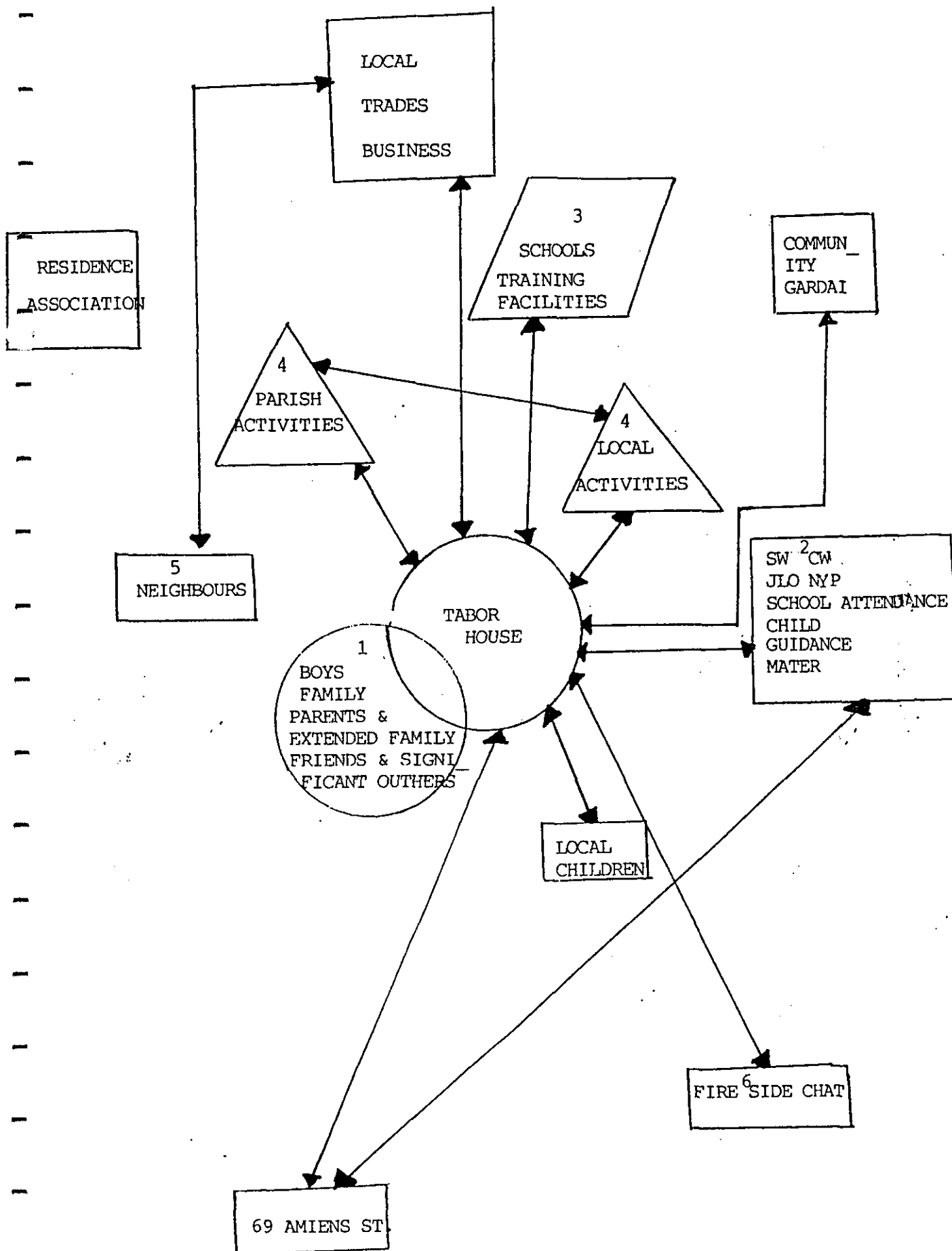
In addition to these six young people, we have a Day-Care Programme, which caters for approximately two young boys. These are boys who are able to continue living at home, but who need additional support during out-of school hours.

The families of these young people experience many of the factors associated with deprivation. Tabor aims to encourage the young person to maintain close contact with their families while at the same time, we provide a secure base for their lives.

As we work closely with the boys families, we require a strong commitment from the families and the young person towards the placement in Tabor. The Tabor Staff invest a great deal of effort into putting the relationship between our boys and their families on as positive a footing as possible.

Great importance is attached to good relations with parents and families, and work in this area has proven quite successful. We strive

towards maintaining good relations with the local community and take appropriate steps to achieve this goal. The approach of Tabor House has attracted considerable interest and support and Tabor has been singled out as a pointer for policy and practice in this field.



1. How do we in Tabor maintain and encourage contact and involvement from the boys families?

We do so, in two ways (a) formal contacts and meetings and (b) informal.

- a) Formal contact may include 1) involving the family fully in the development of a Care Plan and all decisions being made in relation to their child; 2) formal reviews (three - six monthly) with the boys' Social Worker, Keyworker and Resident Manager, and 3) monthly meeting with Parents, Keyworker and Boy.
- b) Informal contact with family 1) encouraging parents and family members to visit on a regular basis (Keyworker would play a big role here) and 2) regular visiting to family home presenting ourselves in an un-threatening manner.

2. C.W.O.'s Social Workers, School Attendance, Mater Child Guidance GP's, NYP's, other Professionals

This group play a significant role in the boys life and are involved in all decisions (major) relating to the boys and their family.

Contact is by its nature formal, involving: -

- a) The referral and providing the initial contact with the boy and family
- b) Provide ongoing support for boy, family and Tabor to help ensure success of placement.
- c) Attend reviews.

3. Schools Training Facilities

"Probably the experience of pleasure, success and accomplishment at school helps the young person acquire a sense of their own self worth with feeling of self efficiency and hence a feeling that they were able to control what happened to them"

Gilligan.

Schools training facilities provide an essential service in the overall development of the boy.

Contact is through

- a) The attendance of a resident
- b) Teacher/Staff Meetings
- c) Telephone - keeping each other up to date re what is happening in the boys life (sharing information).

Informal - through casual meetings e.g. when collecting a boy for when Teacher calls in to visit Tabor.

4. Local Clubs and Activities and Parish

These mainly involve sports e.g. Boxing and Football.

Contact has remained informal through: -

- a) Boys participation
- b) Staff meeting with "Leaders" and showing interest in boys project
- c) Staff offering support and encouragement to "Leaders"
- d) Staff offering practical help to Clubs etc, should time and expertise allow.

5. Relationships with Our Neighbours

Relationships with our neighbours are essential. These can be developed through

- a) Invitations (open to drop in for tea)
- b) Chat on street or in shop
- c) Allowing use of telephone when required
- d) Regular meetings (formal) between Staff and neighbours to monitor activity on street.
- e) Active encouragement of boys to view themselves as part of neighbourhood (Boys need to feel they belong).

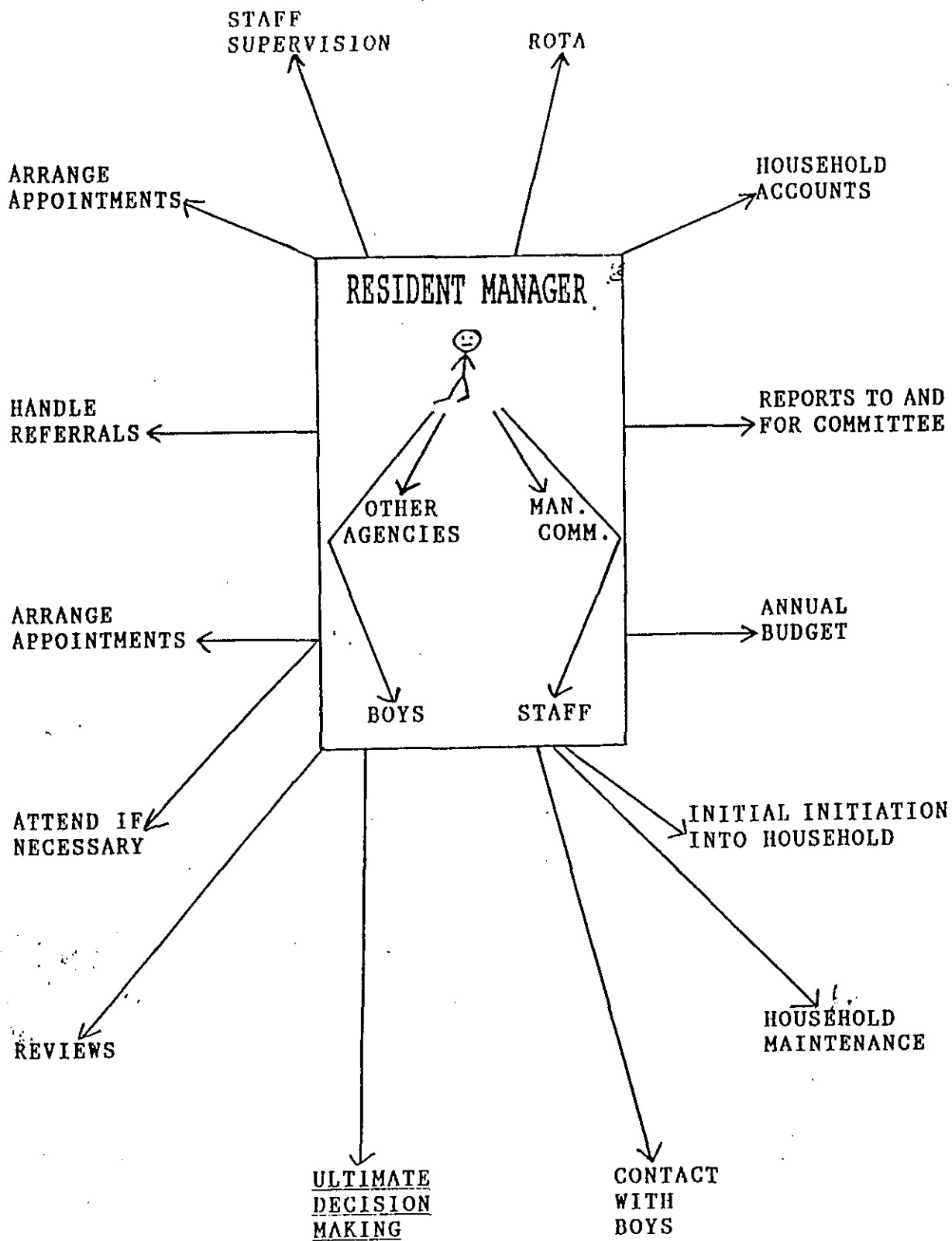


6. Fireside Chat/Group

Provides mutual support and sharing of information.

Contact through

- a) Formal regular meetings
- b) Informal gatherings



- (1) MANAGEMENT SUPERVISORY ROLE
- (2) THERAPEUTIC SKILLS DEVELOPMENT

MAKE  
APPOINTMENTS

ATTEND  
APPOINTMENTS

ORGANISE, SUPERVISE  
AND PARTICIPATE IN  
ACTIVITIES

DAILY  
ACCOUNTS

CO-OPERATION WITH  
PREVIOUS AND  
PRESENT SHIFT

HOUSEHOLD  
CHORES (CLEANING,  
COOKING, ETC.)

RESIDENTIAL CARE WORKER



BUILDING TRUST  
WITH STAFF AND  
CHILDREN

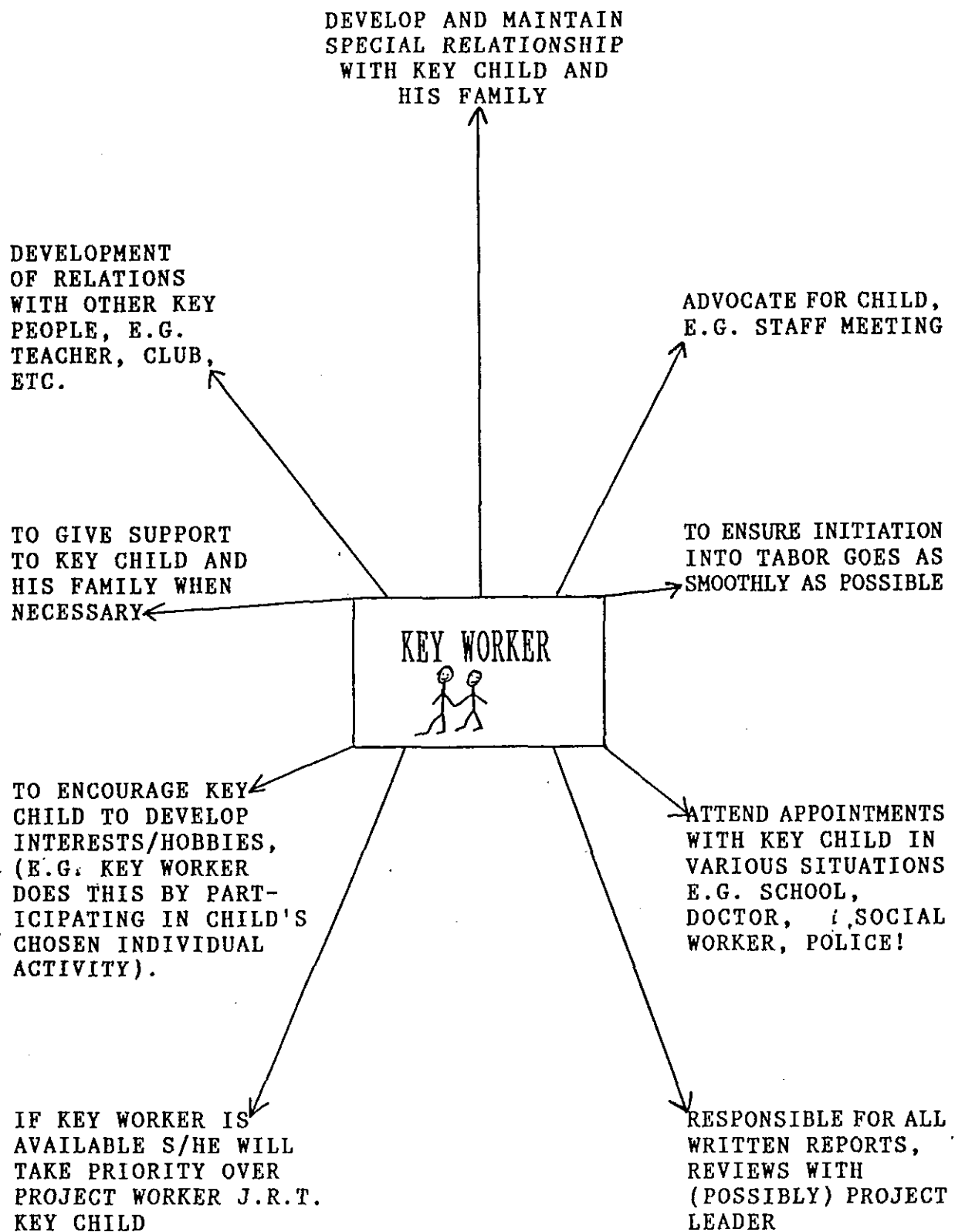
REPORTS - DAILY  
LOG, BOYS FILES,  
ETC.

BUILDING RELATIONS  
WITH STAFF AND  
CHILDREN

ENSURE THAT TABOR  
IS A SAFE AND  
HAPPY PLACE TO BE

BUILDING UP BOYS  
CONFIDENCE

BLEND IN WITH LOCAL  
COMMUNITY, (E.G. BY  
CONTACT WITH BOYS  
FRIENDS AND  
FAMILIES)



## ROLE OF THE KEYWORKER

Ainsworth talks of the importance of mentoring relationships in working with children.

These include the following roles: -

- **Teacher**

to enhance the young person's skills and intellectual development.

- **Sponsor**

to use their influence to facilitate the young persons advancement

- **Host and Guide**

to welcome the child/young person to the house, to people, resources, values and customs.

- **Counsellor**

to counsel and provide moral support in times of stress

- **Facilitator**

to act as facilitator of the young persons development

- **Supporter**

to support the realisation of personal goals.

Bronfenbrenner states that learning and development are most likely to occur when a close relationship exists between adult and child/young persons.

The Keyworker in maintaining appropriate relationships with the young person has an advocacy role and has to help the young person to speak for themselves. This is part of the process of teaching them to make decisions for themselves, to live by their decisions and take responsibility for their actions.

The Keyworker is also fundamental to the boys at a time of loss or bereavement. Loss of a loved person is one of the most intensely painful experiences any human being can experience and not only is it painful to experience, it is also painful to witness if only because we are so impotent to help.

"When discussing the effects of loss on a child/young person there is a tendency to under estimate how intensely distressing and disabling loss usually is, and for how long the distress and often the disablement commonly lasts".

Bowlby - Attachment and Loss Volume 3.

The role of the Keyworker is all encompassing and the Keyworker is expected to be there for every aspect of the boys life in a relationship parallel to that which a boy has with their Mother or Father. Ultimately a boy in care needs to attach himself to an individual of whom he can trust and share his life.

Tabor thinks it is important that each of the boys in the house have a staff member who is special to them and for them.

This person would be the one to set aside time on the same day each week, to spend some individual time with the young person. The level at which the sessions are pitched will depend on the boys needs and the staff members skills, but they should always be purposeful and not become aimless "chat". This does not preclude any work that might be done with any other staff member and it is perhaps a role that staff could share.

### CELEBRATIONS AND FESTIVITIES

While Tabor House aims to provide a warm caring environment, we also aim to have fun and celebrations for the boys.

Throughout the year, each of the boys birthdays are celebrated, with cards, cakes, and presents in abundance. Christmas, Easter and Halloween are always festive and take priority over every day routines.

Each Summer, we have a Summer Programme in August and an annual Summer Holiday.

The boys also go on regular camping trips throughout the year.

Each week the boys and staff draw up a weekly plan of activities and events. These vary depending on the interests and preference of the boys.

Each boy also has a weekly individual activity. This activity gives the boys an opportunity to develop hobbies and interests and a sum of money is provided for equipment and utensils needed.

While many of the activities are planned, we also aim for impromptu surprises and events.



### BOYS PERSPECTIVES

- *"It's good. We go on fishing trips and on trips nearly every day. We have Supernintendo and we get activity and pocket money".*
- *"There's six boys living and two Staff in the house. We have games. There is a nice sitting room. We go bowling on Friday nights. We do job,s like setting the table, washing the plates. There are two phones. the boys are mad about fishing".*
- *"I hate the hostel, I like when we go fishing"*
- *"It's good for the lads. It keeps them out of trouble".*

Tabor is about fishing, being looked after and sometimes getting your own way. Its about having fun.

## SECTION 3

REPORT WRITING  
&  
RECORDING INFORMATION

All information recorded should be essential and relevant. This information should be factual and be an expression of professional judgement, and must be dated, legible and precise and should be written as soon as possible after the event, and should be signed.

1. Avoid the use of slang, try to use professional terminology and be factual and clear. The documents will represent Tabor House.
2. Discuss the content of your report with colleagues. Be aware of personal perceptual problems and be sure of your facts.

A. Individual Report Books

This information would form the basis of our knowledge of the boys, and their progress on a day-to-day level. Use them for this purpose and try to be aware of your observations during the day. Be factual as opposed to vague. If it is a "hunch" state this. Write clearly. Discuss your findings with your colleagues for confirmation or dissent and note their opinions and/or need for further information.

Be Concise: Summarise information, particularly when discussing free information given by the boys. there is no need to go into long parables. Note precipitating factors to situation, ways to deal with them. The contents of the report should be relevant and meaningful.

Be careful how you phrase sentences, labelling is very easy, but can be misleading. Note frequency of behaviour and context and precipitating factors. The House Report Book should contain all information necessary for a Case Conference Report, and make writing the actual report a lot easier. Remember the Report Book is a legal document and outside authorities may have access to same in the event of a public enquiry/investigation or Court Case.

B. Log Book

The main purpose of this book is to facilitate communication between staff. Also, its purpose is to record all contact with outside agencies, Social Workers, Probation Officers, Teachers, etc. It should act as a reference to comments in the individual reports. This book is a formal and official document.

Contents clearly dated.

1. "Blanket" information on day and procedures taken by Staff in situations with boys.
2. Note of outside agency information received and sent out.
3. Medical information on boys.
4. Liaison with outside services.

5. Bonuses given to boys or relevant promises at variance with the norm.

6. Night Staff reports.

This book should be clearly written and provide adequate brief information to follow through one shift to the next.

If important issue on a boy, make reference to incident in the log book, but detail in the Report Book.

C. Medical Book

This book should record all medication given to a boy without exception.

D. Fire Book

This book should show all equipment, tests, and faults. All fire drills planned, and executed are also entered in the Fire Book.

**Requirements of Local Authority - in particular Fire Precautions**  
Precautions in relation to fire are a central concern of staff and management at Tabor. The following are the mechanisms used by us and which are the responsibility of the Project Leader.

- \* Monthly fire drill, which must be logged and reported at Management Meetings

- \* Extra fire drill immediately upon arrival of new member of Staff or resident.
- \* Installation of fire doors
- \* Purchase of fire extinguishers
- \* Service contract maintained on same
- \* Installation of smoke alarm.
- \* Installation of special upstairs window and fire escape ladder.
- \* Purchase of fire retardant materials and goods where possible.

E. Incident Sheet

Should record: -

- Any incident concerning the boys and involving Gardai.
- Incidents or aggression and violence by boys and measures of restraint.
- Damage to Tabor property.

Three copies of the incident sheet should be made. One for the Resident Manager's file, one for the relevant boys file and one for the general incident file in the Staff Room. These incidents are also brought to the Committees attention.

F. Staff Meeting Book

Person on overnight records minutes of the meeting.

These should be signed and countersigned by the Resident Manager. Any important decisions taken at the meeting relating to the boys care should be recorded in their individual report books and/or if necessary on their file.

WEEKLY STAFF MEETING

A weekly meeting consisting of a review of clients cases at each meeting will be held each Wednesday. All residential Care Staff must attend such meeting.

The meeting commences with a review of all the boys. The Keyworker must submit a weekly review report written in advance for this meeting.

The boys progress, any difficulties arising, must be addressed at this meeting.

A record of issues discussed and decisions made should be recorded in the Staff Meeting Book. If for any reason a member of staff is unable to attend the meeting, then he/she must read the minutes of the meeting

when next coming on duty and if necessary, discuss same with colleagues or Project Leader.

### DAILY HANDOVER

A daily handover of information is held each day between 2.00 pm and 2.30 pm.

#### Format

- Update on each boys' behaviour, appointments and activities for the day.
- Any problems that have arisen
- Any major information the boy may have passed on to staff or any information received from outside agencies.
- His interaction skills etc.
- How visits went.
- Any limits, rewards, appointments, visits.

Please use this handover to the full extent to promote effective communication within and between teams.



## REPORT WRITING

### Review Report

1. Read Report Book and file for information.
2. Read all available outside agency reports.
3. Discuss information with team members and co-relate this information.

The Review Report should contain the following information: -

1. Identifying Information

Name and address of young person

Date of birth

Reason for referral.

2. Update on Young Persons Progress

i.e. physical and emotional state, general behaviour, attitude, general mood, concentration span, response to any programmes implemented, state reason for implementing programme, response to structured/unstructured activities.

3. Relationship With Peers

Does he make friends easily, have difficulty sustaining a relationship? Can he share/ participate in competitive games, group activities? Is he a leader or follower in the group? His general response to group activities?

Does he choose age appropriate peers? How does he respond to positive/negative behaviour with peers? Who does he seek out to interact with (Staff or Boys)? Tendency towards solitary or co-operative activities?

4. Relationship with Staff

Relationship with adults in relation to control/authority. Does he actively seek out Staff? Has he formed specific lasting relationship with any one member? Or is his overall interaction with staff good? Does he manipulate staff/try to split staff? Is he suspicious or open?

5. Relationship With Keyworker

Is there anything different to his relationship with others? His perception and attitude towards Keyworker?

6. Family Dynamics

Relationship with significant others - Parent, Guardian, Siblings. Note regularity of family contact. Note interaction and response to family visits. On home visits note any relevant change in mood, emotional and physical state on return from home, also prior to home visit. Family's co-operation with Tabor and home visits.

7. Strengths and Weaknesses

Self help, social skills, what is the boy good at? e.g. is he artistic, musical, good at making friends, kind towards others.

Are his self help skills, personal hygiene, etc age appropriate?

Note any areas where help is required and room for improvement.

Abilities to learn new activities, behaviours.

8. Observations

Any observations of any symptoms, food fads, eating habits, sight, hearing or speech defects, sleeping problems. Self mutilation behaviour, abnormal sexual behaviour and depression. Inconsistencies in ability.

9. Boys Own Perception of Situation

How does the boy perceive his situation? Why is he here? Does he have any ambitions for the future?

Summary and Conclusion.

10. Recommendations

## LAYOUT FOR INTERVIEW WITH PARENTS

### 1. Introduction

- a) Explain the purpose of the interview and overall assessment, i.e. tell the parents it is an opportunity for us to get a picture of "A" in the home setting, and for us to get a picture of how they see our role in Tabor and the issues which are of concern to them.
- b) Get an explanation if one of the parents is absent (if applicable).
- c) Define presenting problem. Why is "A" here? Do both parents agree?

### 2. Family Composition (i.e. parents and siblings)

- Names
- Ages
- Employment/School
- Living at home or away.
- Details of anyone living in the home who is not a family member.

### 3. Family Background Information

This information should be attributed to the person who states it. (e.g. Mrs. M. reported that .... ) Your observations/opinions/impressions should be stated as such, not as fact.

a) Practical information.

Housing - where, how long, satisfaction, community involvement - integration/involvement with neighbours, money/benefits - any difficulties? Health - if relevant.

b) Parents history.

4. Personal History of "A"

- What was he like as a baby?
- Sleeping, feeding - did he settle well?

a) Development milestones:

- At what age did he sit up?
- At what age did he stand?
- At what age did he walk?
- At what age did he talk?
- At what age did he toilet train?
- Any illnesses he may have had?
- How did he get on when siblings were born?
- Did the family live with relatives during this time or move house?
- Did he have friends?
- Was he easy to rear/manage (ask each parent).

b) School

- Did he go to play-school? At what age?
- At what age did he start primary school?
- Was he happy there?

- Did he have friends?
- Any problems - truancy/avoidance/acting out/abused or beaten up?
- Any charges at school - why?

c) Relationship of the young person with: -

- Parents
- Siblings
- Peers
- Relatives

**Parents**

- What kind of relationship has the young person with either parent?
- Who disciplines?
- Who does the young person confide in - if anyone?
- What roles do the parents play in the home?
- Attitude of each parent to the boy?
- Any separations from Parents as a child?

**Siblings**

- Who does the boy relate best to? Why?
- Any conflicts/rivalry?
- Shared activities with siblings at home?

### Peers

- Does the boy have any friends?
- If not - why?
- If so, what age and the type of friendship?
- Ability to mix with peers?
- Is he accepted/rejected in the peer group?
- What does he do with his peers?

### 5. Conclusion

- Clearly state the problem as parents stated it to you, i.e. summarise.
- What do parents see as the solution to the present difficulties?
- Do they feel they require on-going help and support? What would they envisage?
- Any questions.

### 6. Summary

- Summarise the pertinent points
- State the facts.
- Highlight the areas of significance.
- Highlight the possible problem areas

- List your findings on: -
  - a) Family relationships/dynamics
  - b) Marital relationships
  - c) The level of stress within the family and their ability to cope.
  - d) Any individual specific problem characteristics.
  
- Any other relevant information, if this is an observation rather than a fact, state this.



### REVIEW MEETINGS

Review Meetings are held regularly for each of the boys in Tabor. They are held in Tabor and include the following: -

- The referral agency, usually Probation Officer, Social Worker or both.
- Resident Manager
- Keyworker
- Young Person
- Parent/Parents of the boy
- Teacher or Principal of school or workshop
- Any other relevant agencies.

Reviews in Tabor are chaired by the Resident Manager who takes minutes which are written up and circulated. Each of the boys attend part of their review if they wish, and are encouraged to represent themselves.

## SECTION 4

WORKING TOGETHER  
THE STAFF IN TABOR HOUSE

## STAFFING

There are five full time staff members including the Project Leader and four project workers.

In addition, one part-time housekeeper and three overnight casual staff are employed. In addition a staff consultant is employed in order to support the staff in their work with the boys.

In employing the Resident Manager, we seek applications from people with a proven track record in Child Care. In addition, we seek leadership ability and management experience.

In employing staff, we seek applications from staff with recognised qualifications in Child Care and/or with experience in the field.

When recruiting staff it is the policy of Tabor to:

- Advertise widely
- Screen applicants
- Interview of applicants by Cathaoirleach/Resident Manager, and at least one member of the Management Committee. Where appropriate, outside experts are invited to join the interview board.

- Check reference thoroughly by telephone, is done by Cathaoirleach.
- Request successful applicant to undergo medical by doctor appointed by the Committee. Candidate short-listed for post as Resident Manager to also undergo psychometric testing.
- Manager to ensure an induction programme takes place
- Manager to provide regular supervision and support sessions.

## TEAM WORK

This is a concept common to all Child Care establishments.

Specific areas include adequate and effective handover of all information regarding a) the boys present and daily life, and b) contacts for and with other agencies and professionals. All staff should be aware of the progress of each boy and aid each other in this.

Log and file all information.

Inter-team difficulties will also arise and different approaches and attitudes do and can cause problems. Again, professional discipline and support, a high standard of work practice are required by all staff. Staff in Tabor also meet fortnightly with a Staff Consultant. Through these sessions we not only concentrate on team work, but also care planning for each of the boys.

Staff in Tabor are expected to read articles in journals of relevant issues and Tabor is building a library of up-to-date texts.

Staff training is also ongoing both within and outside the house.

Experience, development and open discussion are effective and vital in setting standards and maintaining them. Issues that can be dealt with by staff should be dealt with it is not always relevant to involve management.

Teamwork is not a theoretical exercise, - put it into practise.

Effective communication is a necessary pre-requisite for effective team work.

It is imperative that staff members convey any grievances, ideas, thoughts or feelings in relation to their colleagues or clients openly and without prejudice.

### GOOD PRACTICE

- Keep promises made.
- Be consistent.
- Before any action, communicate clearly and effectively your intentions to the boy.
- Support colleagues and, if you do not agree with their actions or decisions, discuss them afterwards, but never in front of the boys.
- Whenever possible allow a cooling off period before carrying out a final course of action.
- Be aware of where the boys are, and what they are doing.
- As often and as quickly as possible reward good behaviour.
- Impose appropriate, fair, and effective sanctions when sanctions are necessary.
- Do not be afraid to say "no", if it is appropriate.
- Remember some of the boys are disturbed, they will not always behave reasonably or normally.

- Accept that you can be wrong and be prepared to admit it to the boy.
- be confident, let your voice and manner make it clear that you fully expect the boy to do as you ask. Beware of arrogant overconfidence - this can be provocative.
- Ask yourself if you are being bullied by the boy.
- Be honest, both with yourself and the boys.
- Be aware that your personal mood can affect the atmosphere of the house.
- Be tolerant
- Be aware of where your colleagues are; and what they are doing and their possible vulnerability.
- Read the log book when reporting for duty.



## CONFIDENTIALITY

All Child Care Homes require a high degree of confidentiality from the Staff. This applies both within the house, i.e. no information about the boys to be passed to other boys or discussed within earshot of the boys. Outside of the house, no information on boys should be passed even casually.

No information should be given by telephone to anyone who is not confirmed as being parent, guardian or Social Worker.

Home addresses and telephone numbers of Staff should not be given to the boys. If a request is made by telephone for a Staff telephone number, better refuse or ring staff member for permission to do this.

Staff should not give the boys their own home addresses or telephone numbers. Staff do not bring boys to their own homes.

No documentation on the house can be removed without the permission of the Resident Manager.

No files or written document should be removed by Staff.

Boys in Tabor House do not have access to their files.

All finished notes and documents relating to the boys and the house should be disposed of carefully,.

Files must be stored and locked away securely.

Staff do not deal with enquiries from press or other related agencies, these must be passed onto the Resident Manager.

Do remember - all written documents may be inspected at any time.

Tabor House works in accordance with the Department of Health Child Abuse Guidelines

"Allegations made by close relatives, friends, or religious or by children and parents referring themselves for help should be regarded as serious and investigated urgently. all reports of child abuse should be investigated".

Department of Health - Child Abuse Guidelines July 1987.

If a child in Tabor discloses an incident of abuse to a staff member it is immediately reported to the Resident Manager. He/she in turn notifies the Health Board and the allegation is investigated. Staff must treat any disclosures with sensitivity and confidentiality. Do not promise that the information given will be kept between you and the boy. Inform the boy that you work as part of a team and you will have to share this information with the other staff and outside the team in the best interest of the boy.

### Guidelines for Good Practice When a Boy Discloses Abuse

- Do listen carefully and seriously to a boy who relates and experience of child abuse.
- Do reassure the boy that
  - you believe them
  - they are not to blame
  - they were right to tell
- Do be aware of your own reactions, values, beliefs, about the causes, signs and consequences of abuse.
- Do record as soon as possible any suspicious marks and injuries you observe, any description of abusive incidents which a boy offers you, noting the boys behaviour and the way they told you in their own words. You should also record, if possible, the exact wording of any question you may have put to the boy.
- Do leave inquiry and investigation into details of the abuse, identity of the perpetrator, etc. to the professionals whose expertise lies in that area.
- Inform the boy that you will have to contact the Resident Manager at the first available opportunity but reassure the boy that information shared will be dealt with sensitively.

- Do be willing to have an ongoing supportive relationship with that young person throughout the time of the investigation process, and beyond.
- Remember do not promise to keep it a secret between yourself and the boy.

## GUIDELINES FOR STAFF

Each permanent staff member in Tabor receives a contract of employment.

Each permanent staff receives a probationary period of one year.

The annual leave entitlement for the post is twenty-one days, plus eight days in lieu of bank holidays. Annual leave is a calendar year.

There is a maximum of seven uncertified sick days in any one year of employment. In the event of illness Staff must contact the Resident Manager in work or at home as soon as possible, without exception.

Termination of employment is by a months notice on either side.

There is no official "on call" system in operation in Tabor but in the event of an emergency or clarification of a procedure and the Resident Manager is not on the premises then, they may be contacted at home. If unable to contact the Resident Manager, the Staff are obliged to contact a member of the Management Committee.

## GOOD PRACTICE

Limit setting is a basic technique in creating a therapeutic sense.

By limit setting is meant the management of the boys behaviour by reinforcing behaviour which is socially acceptable and appropriate and the reduction or elimination of behaviour which is socially unacceptable or disturbed.

Limit setting techniques, do not equal punishments. Positively stating the behaviour which you expect from a boy before they misbehave is a limit technique as is also the planned ignoring of minor silly behaviour.

### Purpose of limit setting

1. To protect the boy from danger to self/others
2. To help the boy to develop control and independence in thought and action.
3. To teach the boy reality
4. To teach the boy normal social behaviours.
5. To provide the boy with security and trust in an environment that is fair, consistent and predictable.

6. To relieve the boy from making a decision for which he is not ready.

#### Procedure of Limit Setting on Inappropriate Behaviour

1. Talk with the boy about the need for limit.
2. Tell him what he should have done instead, so that the boy can learn the appropriate alternative behaviour for the next time.
3. Let the boy know that you were displeased with his behaviour, but not with the boy personally, and that you still like and care for him. Avoid expressions such as "you are a bad boy" or "I don't like you when you do that". etc.

#### Qualities of Good Limit Setting

1. They should be fair and reasonable.
2. Be consistent
3. Not too many or too restricting.
4. Be clearly defined.
5. They should be realistic
6. They should be enforced properly.

### Methods of Limit Setting Techniques

1. Clarify exactly what is the desired behaviour expected from the boy.
2. Positively reward desired behaviour.
3. Give verbal reminders during a lapse from unacceptable behaviour or during a period of excitement.
4. Non-verbal signals i.e.g., cough, smile, stern look etc, which will let the boy know that you are aware of what is going on.
5. Physical proximity and tough control may provide the added support and assurance needed to diffuse an explosive situation.
6. Emotional outlet - group grip session or appropriate physical aggressive activities e.g. P.E., football, boxing, etc.
7. Help with frustration or problem activities.
8. Diversion.
9. Appeals to reality, fairness, boys self image, Staff expectations etc.
10. Removal to another room for a boy who is severely out of control and where disturbance continues to escalate.



## TABOR HOUSE

### APPRAISAL PROCESS

#### Residential Care Worker

During the probationary year and thereafter during employment in the House, Residential Care Workers are supervised by the Resident Manager of the House. The Resident Manager observes the Residential Care Worker "at work" and will offer feedback on a regular basis.

During the probationary year, the Resident Manager will meet monthly with the Residential Care Worker to offer guidance and appraisal of performance.

The Residential Care Worker's progress will be discussed at the meeting with reference to the Official Staff Appraisal Form. On successful completion of the probationary period, the Resident Manager will continue to conduct regular supervisory meetings with the Residential Care Worker.

Thereafter, appraisal will continue at twice yearly intervals.

The objectives of the appraisal are: -

1. To provide a medium for discussion of staff performance.
2. As closely as possible, to provide an objective method of staff appraisal.

3. To ascertain and highlight areas of strength and potential, in order to develop each individual.
4. To enhance the quality of client care by maximising staff performance.
5. To assess the ability of each individual with reference to his/her professional growth.
6. As an aid in selecting suitable staff for promotion.
7. To compile records of staff performance.

Following completion, Appraisal Forms are forwarded to the Board of Management. At the end of the probationary period the Management will review all information and assess whether or not the Residential Care Worker has successfully completed his/her probationary period.

#### Areas of Assessment

The areas in which you will be assessed throughout your employment include: -

1. Relationship with Management
  - Ability to respond to guidance advice.
  - Understanding of aims and objectives as advocated by Management.

2. Contribution to Centre Work

- Sympathy with aims and objectives.
- Ability to implement policies effectively.
- Innovation
- Care of equipment and building.

3. Work with Boys

- Management of boys behaviour/problems
- Concern for the individuals needs (prevention versus intervention)
- ability to provide appropriate care within a secure environment.
- Ability to plan and organise activities for boys
- Ability to partake in and devise appropriate programmes for boys
- General attitude towards boys.
- Understanding or role of Keyworker.
- Ability to form appropriate relations with boys.

4. Relationship with Colleagues

- Co-operation with team members.
- Ability to function as part of an inter-disciplinary team.
- Awareness of the functions of a team
- Ability to motivate and lead the team
- Awareness of functions of outside agencies and ability to liaise appropriately with outside agencies.

5. Professional Conduct

- Appearance
- Professional conduct
- Reliability
- Punctuality
- Knowledge of child-care principles, practices, and histories. Introduction of programme development and learning.
- Ability to take on responsibility.

6. Leadership Skills

- Organisational ability.
- Administrative ability.
- Teaching ability.
- Leadership skills.

7. Communication Skills

- Participation at meetings and groups
- Cogency and fluency when speaking
- Ability to vary style according to need.
- Documentation of appropriate information.
- Cogency and fluency of written communications.

8. Areas in Which Staff Member Needs to Develop and Areas in which Notable Development has occurred

9. Punctuality/Attendance/Flexibility

Investigation of a complaint against a Care-worker.

Before a complaint procedure is put in place the following must be first in place.

1. The boy should know their rights and what constitutes making a complaint as distinct from seeking an explanation or expressing their feelings on a situation. Tabor adheres to the rights of the child under the UN convention. Each of the boys in Tabor are aware of the following.
2. There should be an established grievance procedure for Staff and in the event of an allegation, Staff should refer to this procedure.

With the above in place, complaints will be dealt with in the following manner.

#### Stage 1

- a) The boy talks to Care-Worker, Social Worker or Resident Manager. Where Care Worker and Social Worker have been spoken to, they will refer the matter to the Resident Manager informing them of all details in relation to the grievance or complaint.
- b) Resident Manager must contact Social Worker and brief them on nature and circumstances of complaint. Resident Manager and Social Worker should confer and decide on degree of seriousness of complaint and respond accordingly. It may be possible to resolve satisfactorily through meetings with relevant parties.

- c) If the complaint can not be resolved to everyone's satisfaction the procedure must move to the next stage.

#### Stage 2

- a) Resident Manager and Social Worker submit written report on complaint to the Social Work Team Leader in the Health Board Area.
- b) Social Work Team Leader will re-examine and clarify all aspects of the complaint and decide how and when the boy will be involved in this process. Boy should be kept informed of steps taken.
- c) If the complaint cannot be resolved at this stage, it must be submitted to a tribunal for direction.

#### Grievance Procedure for Staff

1. If staff wish to complain or are concerned about a co-worker, they must report it to the Manager. If the Manager is on holidays/sick leave, then the Cathaoirleach is contacted and informed.
2. The Manager then agrees a time and place to meet with the staff member at the earliest possible convenience.
3. The worker who has been reported is informed there is a grievance about his/her and the Manager informs the worker an investigation is taking place.

4. Following the detailing of the grievance the Manager meets with the Staff member who reported the grievance and the third party involved. The grievance is again discussed and the Manager adjourns the meeting pending a solution.
5. The Manager then informs the Cathaoirleach about the grievance, it is investigated and a decision reached.
6. The worker who has been reported is informed of the decision. The worker who reported the grievance is also informed. They will be informed separately.
7. If the decision is unacceptable to either party then they can appeal the decision by writing to the Management Committee.
8. If the decision continues to be unacceptable wither/both parties can contact the Trade Union or go externally to a tribunal.

## TABOR SOCIETY

### STAFF DIFFICULTIES

#### Procedure for Suspension

In the unfortunate event that the Management Committee believes a member of Staff must be suspended, the following principles apply: -

The management Committee believes that it must proceed with great care to ensure the welfare, wellbeing and safety of the children in our care. The smooth running of the Project is also essential.

Equally crucial is the welfare of our Staff members. To safeguard this, it is necessary that: -

1. A suspended Staff member not to be pre-judged without a full investigation of any incident.
2. A suspended Staff member is informed of their right to representation at any hearing.
3. A suspended Staff member has the opportunity to answer the results of any investigation.
4. The Cathaoirleach and Management Committee of Tabor are fully involved in decisions relating to the suspension and any subsequent action.



The steps taken with regard to suspension are as follows: -

1. The Cathaoirleach and Management Committee are involved in the decision to suspend a Staff member.
2. The Staff member is notified in writing as soon as possible, of the suspension.
3. The Staff member may be suspended on full pay.
4. A sub-committee is nominated by the Management Committee to investigate the cause of suspension.
5. The sub-committee takes statements relating to the cause of the suspension from other relevant people.
6. Copies of these statements are circulated to all the Management Committee which meets to decide if further action is required.
7. If further action is required, the sub-committee meets with the suspended staff member (and their representative) and takes a statement from them which gives their interpretation of the events.
8. This statement is circulated to all the Management Committee which meets to decide if further action is required and if the suspended staff member has a case to answer.

9. If the Committee feels the staff member has no case to answer, the suspension is lifted and the staff member returns to work.
10. If the Management committee feels there is a case to answer, the Committee meets with the staff member in question and their representative. The cause for concern is placed before the suspended staff member who is then invited to defend their position.
11. Having heard the response from the staff member, the Committee adjourns to make a decision.
12. If the staff member has answered the case to the satisfaction of the Committee, the meeting is reconvened and the Staff member and representative are informed that the suspension is lifted and the Staff member is free to return to work.
13. If the staff member has not answered the case to the satisfaction of the Committee, the Staff member maybe continually suspended depending on the nature of the complaint.
14. If a decision to dismiss is taken, the meeting is reconvened and the Staff member and representative are informed of the decision.

## APPENDIX

TABOR POLICY FORMS

TABOR HOUSE

ADMISSION FORM

Date of Arrival ..... Time .....

Community Care Area .....Keyworker .....

Date of Birth .....

CONTACTS (Name and/or telephone number)

Social Worker .....

Probation Officer .....

J.L.O. ....

Next of Kin .....

School .....

.....

Course .....

Employment .....

.....

COMMENTS (e.g. important dates for child such as anniversaries, accomplishments)

.....

.....

.....

.....

.....

.....

.....

.....

Interests, hobbies .....

Likes/Dislikes .....

.....

TABOR HOUSE

READMISSION FORM

Date .....

Name .....

Date of Birth .....

Referred by .....

Previous admission date(s) .....

.....

.....

Date discharged .....

To whom/where .....

Where have you been since discharged? .....

.....

.....

.....

.....

Reason for returning to the project? .....

.....

.....

.....

Any other relevant details? .....

.....

.....

.....

Signed .....

Signed ..... (Staff)

TABOR HOUSE

Weekly Up-date Reports for Staff Meetings

From: \_\_\_\_\_ To: \_\_\_\_\_

Name: \_\_\_\_\_

General Attitude: \_\_\_\_\_

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School: \_\_\_\_\_

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Appointment outside of Tabor \_\_\_\_\_

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Appointments in Tabor \_\_\_\_\_

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TABOR HOUSE

OVERVIEW

BOYS NAME:	D.O.B.
------------	--------

Contact with outside agencies:

Agency	Reason	Outcome

Schools:

Year	School

BOYS NAME:	D.O.B.
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Family Profile:

Relation	Name	Address	Age
Father			
Mother			
Siblings			

Previous Residential Placement:

Year	Placement	Comments



TABOR HOUSE

Medical Consent

In the event of illness or accident, I give my consent for the necessary medical help to be given to my son.

In the case of the necessity of an anaesthetic, I also give my consent.

Signed : \_\_\_\_\_

Witness: \_\_\_\_\_

Date: \_\_\_\_\_

TABOR HOUSE

Admission Consent

I \_\_\_\_\_ give permission for my child  
\_\_\_\_\_ to be admitted to Tabor House and placed in  
its care.

Signed : \_\_\_\_\_

Witness: \_\_\_\_\_

Date: \_\_\_\_\_

TABOR HOUSE

Consent for Release of Information

I \_\_\_\_\_ give consent for any medical, psychiatric,  
psychological or social work reports concerning \_\_\_\_\_  
to be released to the Project Leader.

Signed : \_\_\_\_\_

Witness: \_\_\_\_\_

Date: \_\_\_\_\_

TABOR HOUSE

70 Seville Place  
Dublin 1  
C.M.F. 3

Tel: 8749380

Name: ..... Date of Birth: .....

Address: ..... Age: .....  
..... Admission Date .....

Medical History .....

History of Trauma .....

History of Head Injury ..... Epilepsy .....

B/P ..... Pulse ..... Temp ..... Resp. ....

Cardio Vascular System .....

Sight: Left Eye ..... Right Eye ..... Squint ..... Col/Vision .....

Hearing .....

Abdomen .....

Reflexes .....

Urine: Albumin .... Glucose ..... Kentones ..... Blood .... PII .....

Height ..... Weight .....

Tattoos ..... Birth Marks ..... Facial Marks .....

Venereal Disease .....

Appetite .....

Enuresis .....

Smokes .....

\*Allergies .....

History of Drug Abuse .....

Comments: .....

.....

Complaints on Admission .....

.....

Signature .....

Date .....

BOYS MEETING

MONDAY

BOYS AGENDA	ISSUE	RESPONSE
STAFF AGENDA	ISSUE	RESPONSE
NUMBER OF GROUP:	CONFLICT WITHIN THE GROUP	
DURATION OF MEETING:		
MOOD OF GROUP:		

## TABOR HOUSE

### RULES FOR RESIDENT AND DAY CARE BOYS

STATEMENT: *EVERYONE IN THIS HOUSE IS EXPECTED TO RESPECT EACH OTHER*

1. NO drink or drugs (a urine sample may be requested).
2. NO violence or threatening and abusive language.
3. NO stealing
4. NO abusing the house or it's equipment will be tolerated.
5. I will take care of personal hygiene, i.e. shower/bath regularly and leave clothes out for washing.
6. NO smoking allowed in bedrooms - smoke only in permitted areas and use ashtrays.
7. I will do housework and duties when required.
8. I will keep to my checking-in time and accept the limits imposed by staff, i.e. bed-time, coming-in time 9.30 a.m. and getting-up time.
9. School/Fas course/work attendance is essential and I will take part in programmes (activities) provided by Tabor.
10. NO knives or dangerous weapons will be permitted in the house.
11. I must not bully or intimidate others.

12. I will attend regular Review Meetings, House and Individual Meetings until conclusion.
13. I must attend evening dinner.
14. Written permission is required from Parents/Guardians for anything which may affect health or self-image, e.g. tattoos, ear/nose piercing, particular hairstyling and smoking.

I ..... understand the above rules and realise that if I fail to comply there will be direct consequences which will range from dramatic loss of privileges/grounding to being expelled from the house. I further understand that a physical assault on another boy or on a Staff Member will result in my being removed from Tabor.

Signed .....

Witness ..... (Staff)

REPORT BOOK

NAME: \_\_\_\_\_

ADDRES \_\_\_\_\_

\_\_\_\_\_

TELEPHONE \_\_\_\_\_

D.O.A. \_\_\_\_\_

NEXT OF KIN \_\_\_\_\_

PROBATION OFFICER/  
SOCIAL WORKER \_\_\_\_\_

\_\_\_\_\_

FAMILY DOCTOR \_\_\_\_\_

PREVIOUSLY IN  
CARE \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DATE OF BIRTH \_\_\_\_\_



WEEKLY JOBS

	SET TABLE	CLEAR TABLE	WASH UP	DRY UP	CLEAN COOKER	FLOORS
Tues Week Beg.						
Tues Week Beg.						
Tues Week Beg.						
Tues Week Beg.						
Tues Week Beg.						
Tues Week Beg.						
Tues Week Beg.						

TABOR HOUSE

INCIDENT SHEET

Number of Staff on duty

.....

Names of Staff

.....

.....

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.....

Name/Names of boys involved, including age and date of admission

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Brief objective pre-incident history including any preventative action taken

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Additional Comments

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How the situation was resolved/follow up

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